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MSS. intended for publication and books, etc., intended for review should be sent to the Editor of SCIENCE, Garrison-on-Hudson, N. Y.

ACADEMIC FREEDOM[1]

MY subject is academic freedom, a difficult subject, not as yet very well understood in this country, but likely to be of increasing interest and importance throughout the coming century. I have divided my essay into three parts: the first dealing with academic freedom for teachers; the second with academic freedom for students; and the third with university administration as a type of free government in general.

ACADEMIC FREEDOM FOR TEACHERS

In a democracy, and in the political and social organizations to which democracy takes kindly, there are some new difficulties in regard to academic freedom for teachers. The principal new difficulty is the pressure in a democracy of a concentrated multitudinous public opinion. The great majority of the people in a given community may hold passionately to some dogma in religion, some economic doctrine, or some political or social opinion or practise, and may resent strongly the expression by a public teacher of religious, economic, political, or social views unlike those held by the majority. In parts of our country at this moment liberty of thought and speech on certain topics is, to say the least, imperfect for men who do not coincide with the prevailing opinions and sentiments of the community in which they dwell. Even in colleges and universities in those parts a teacher holding unpopular opinions could,

[1] Address before the Cornell Phi Beta Kappa.